

11-5-1976

UA68/8/2 Ed Stansbury Oral History

James Bennett

WKU Oral History Committee

Follow this and additional works at: http://digitalcommons.wku.edu/dlsc_ua_records



Part of the [Education Commons](#), [Military History Commons](#), and the [Social History Commons](#)

Recommended Citation

Bennett, James, "UA68/8/2 Ed Stansbury Oral History" (1976). *WKU Archives Records*. Paper 888.
http://digitalcommons.wku.edu/dlsc_ua_records/888

This Transcription is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.

INTERVIEW WITH COL. ED STANSBURY

DATE: November 5, 1976

PLACE: Oral History Office WKU

INTERVIEWED BY: Dr. James D. Bennett
Department of History

INTERVIEW NO. 7609

RELEASE FORM

This interview, which I made with Col. Ed. Stansbury
on the 5th day of November, 1976, is my gift to the Oral
History Project of the Department of History, Western Kentucky
University, Bowling Green, Kentucky.

When this interview becomes available, it may be read, quoted
from, and cited by qualified scholars approved by the Chairman of
the Oral History Project, subject, however, to any restrictions
placed upon its use by said Chairman.

It is understood that neither the interview tape nor the
final typescript copy of same will be removed from its designated
depository site.

This interview tape and final typescript subject, however,
~~to the following restrictions placed upon it by the interviewee:~~

(signed) Ed. Stansbury
(address) 711 Pleasanton, Va
Lebanon, Va 22645
(date) 11/5/76

Understood and agreed to by:

(interviewer)

(date)

November 5, 1976

This is the Western Kentucky University Oral History Project. This interview is with Colonel Ed Stansbury who was at one time a student and later a faculty member at Western.

James Bennett: Colonel Stansbury, when did you first arrive at the campus at Western?

Ed Stansbury: Late August 1926.

JB: You just were beginning your college work then. You arrived as a freshman?

ES: That's right.

JB: Did you know at the time you got here what kind of course you were going to follow? What you were going to major in?

ES: I didn't have the foggiest idea.

JB: Well, I think sometimes that's probably the best way. Now, this was 1926, in the fall, and you were here four years as a student?

ES: That's correct.

JB: And what did you do when you graduated?

ES: I went to Greenville, Kentucky, as assistant football coach and teacher.

JB: How long were you at Greenville?

ES: We were in Greenville - I was in Greenville one semester and then I transferred to Lancaster, Kentucky as head football coach and teacher and stayed there until 1933. Then I came back down here on the faculty.

JB: So you were at Lancaster then until 1933, and then you joined the faculty at Western. What did you teach here?

ES: Physical education and was on the coaching staff.

JB: And you worked then with Mr. Ed Diddle?

ES: That's correct.

JB: That's well, you'd had contact with him from the beginning as a student here, hadn't you?

ES: That's right.

JB: And while you were a student, you participated in all the sports, I suppose, that they had. What teams did they have here then?

ES: At that time, they had, of course, basketball, football, baseball, and some track but it really wasn't recognized as a major sport.

~~JB: Have they, as far as you know, ever had teams in wrestling or boxing?~~

ES: Not during my time, no.

JB: There seems never to have been much interest in it. Let's go back a while then to your student days here and let me ask you some questions about that. Who were some of the faculty members that you recall when you were a student?

ES: Of course, the athletic staff which consisted mostly of Mr. Diddle and Mr. Loudermilk, I believe, was in biology. Charlie Taylor was in agriculture. Mr. Whitmer was in biology. Bert Smith was in education. There was McNally - Dr. McNally, who just recently died, was in chemistry, head of the Chemistry Department. That is pretty much the people I remember. There are others, of course, if somebody would remind me I would immediately recognize them as being here. There's a Mrs. Cherry who was in English. These names come back to me now. She was also a sponsor for the publication of the local school paper. Those are the folks I can recall.

JB: Was Miss Egbert here in the English Department?

ES: Yes, yes. A famous Shakesperean teacher - Clagett, Dr. Clagett.

JB: Clagett. Well, you know, his daughter taught here in the foreign language department for many years. Miss Anderson in the History Department?

ES: Yes.

~~JB: Dr. Stickles was head of the department?~~

ES: That's you're right. Dr. Alexander in mathematics.

JB: Right. Many of these names were some of the people I knew.

ES: George Page.

JB: Yes. Some of these people were still here when I came. Dr. McNally was still head of the Chemistry Department and then I heard my dad mention some of these people. He was in school here roughly about that time. What was the enrollment of Western when you were a student?

ES: Oh, I'd say in 1926, it was probably seven or eight hundred.

JB: And now we have about 13,000 or something like that. How many buildings, I know there were very few and most of them -

ES: This building - this building that - the building that was here - Cherry Hall, I think that's what - yeah, Cherry Hall and they were remodeling it in 1926 and - maybe it wasn't called...

JB: I believe it was Recitation Hall. Was it Recitation Hall or Potter?

ES: Potter Hall!

JB: Potter Hall!

ES: Potter Hall was the name of it.

JB: Yes.

ES: And they were remodeling it in 1926.

JB: Yeah, and then I believe in '37 they tore down that one and built Cherry Hall.

ES: Right. And then the Administration Building, Van Meter Hall they called it and there was one dormitory. That's - I believe they called that - that was Potter Hall.

JB: Yes, the building is still standing.

ES: Right. The old - where the Art Center is now was the beginning of the stadium.

JB: I wanted to ask you about that. That, as I understand it, was at first a gravel pit.

ES: A rock quarry. Rock quarry. Right.

JB: And they were developing that were you here then?

ES: The first job I had when I came here was throwing rocks off that hillside and down into this big gully - hole - call a quarry. The stadium as we knew later, it's now the seats for that art thing out there, was not there. Due to the rocks. And of course, they finally built the seats over the rocks, but as you probably know, in those days students came in here without very - with little money. Some of them didn't have any and the only way I could stay in school was to get a job and I got a job throwing rocks off - rolling rocks down that hill into that gully which was the old rock quarry.

JB: Well, most of the students worked, didn't they?

ES: Right. That's right.

JB: I know my dad worked on the college farm, I think. I remember hearing tell about milking the cows there and this kind of thing and I think just about every student worked his way. Now, I have been told, that this area that was the stadium in addition to the rocks, had cedar trees and this kind of thing and they cut those down and used them to build what is now the Faculty House.

ES: That is correct.

JB: It was at one time, I think, the library and maybe the student center.

ES: That's right. That's right.

JB: Gone through all kinds of things but it was the trees from -

ES: Yes, as you call these things to mind, they come back to me as being what was here when I first came here.

JB: So there was Potter Hall which was about the only classroom building, wasn't it?

ES: Right. That's right, it was.

~~JB: Just about every thing was there.~~

ES: Right.

JB: And there was the one dormitory which was for girls and the boys just had to find living quarters wherever they could.

ES: That's right. There was a lot of folks around the hill here the residents that took in what in those days they called borders and there was a place below the rock quarry where Dr. Cherry after World War I had built some small shacks or small houses or I think they brought 'em in here from some military establishment close by and some of the married folks lived there in what they called the Village.

JB: Yes, I have - my mother's sister married and she and her husband were going to school here and they - Dr. Porter, I believe his name was - and they lived in Cherry Village. I've heard them mention that, but that was about all in the way of buildings, wasn't it? And these were clustered right on top of the hill.

ES: There was an old gymnasium here called the Barn. The Red Barn.

JB: The Red Barn, that's sort of an institution you keep hearing about.

ES: Now, that's where I first met Mr. Diddle.

JB: In the Red Barn?

ES: In the Red Barn.

JB: Now this was, was it built for a gymnasium and they just called it a barn?

ES: Yes, it was built as a physical education building as they knew it in those days and a gymnasium, right.

JB: Now did, there was a little model school, a rural school building, I've seen in old yearbooks, was this here?

ES: The rural school? No, it's down the - right across from the now Guest House. Bert Smith's old home. Right across the street to the west of Bert Smith's home. A small area there had this rural school and there was supposed to be - exemplify what the people would find when they finally graduated and went out to teach in the way of a rural school.

JB: So as to prepare them for what they were going to...Was Professor Strahm here?

ES: Yes!

JB: ...when you were a student? In the music department?

ES: Yes, right!

JB: Did you know him very well?

ES: Yes, very well. He was a very famous person here for a number of reasons. One of them is he was a German. First generation German. He had a son in the Air Force whom I'd met or later met. And he was a big man. A character. Had long hair, bushy hair. And wherever you saw him, you know that was Mr. Strahm - Dr. Strahm.

JB: I've heard that he evidently knew a lot of famous people in the field

of music and he brought on the campus some of the really outstanding performers.

ES: He did.

JB: And I've heard a lot of people talk about the music program that he developed. Must have been just him primarily.

ES: He was famous in his field, isn't any question about that.

JB: That's what I've always heard about him. That brings me - brings to mind something else. I've heard some of the former Westerners talk about - I think they called it chapel assembly.

ES: Yes!

JB: That seems like a double term for that.

ES: That was a must item at ten o'clock, as I recall, everyday.

JB: Everyday. That's what I wondered.

ES: Everyday. And you were supposed to be there. The faculty's supposed to be there. And they were there unless they had some good reason for not being there. The faculty sat on the stage and the students sat down in the audience, of course, and Dr. Cherry, when he was in town and he was usually here unless the legislature was in session, always had

something to say at chapel and he built what was known in those days as the "other thing." A spirit. An image. And he was a past master at

selling whatever he had to sell. Everything he did was with a great deal of enthusiasm. He was just a dynamic personality. He really was. You couldn't help but be inspired when you sat either as an instructor or on the faculty or as a student. And he was, of course, the beginning of this thing and many of us really got our start from listening to him because he was a great inspirational speaker. There were no limits, you know. You just don't hear much of this sort of thing anymore.

JB: No, that kind of oratory.

ES: And his - his emphasis on coming to chapel and going to class and doing the right thing created a spirit here that I think has continued through the years.

JB: Now, is this how the motto "The Spirit makes the Master" came from?

ES: Yes, that's where it came from.

JB: And the assembly was everyday?

ES: Everyday.

JB: And everybody attended?

ES: Absolutely!

JB: When I came on the campus, joined the faculty in 1960, we still had assembly once a week and the faculty - I think just the first year I was here - the faculty still sat on the stage. I heard Dr. Stickles and

others talk about it that you never knew whether you were going to be called on or not, that Dr. Cherry would just point to someone and say, "Talk to us."

ES: Right. There were folks like Dr. Stickles, Dr. Alexander, Dr. Grise, and others that were well versed in their field. Particularly Dr. Stickles. I remember very distinctly his discussions on history and world affairs. He was a very inspiring speaker. Alexander in math. Hair was, he had a lot of hair on his head and it was just white as snow and he was a great speaker. He was kind of a dry humor sort of person but knew what was going on in the world and was very interesting and very inspiring. Not only on the stage, in his classrooms.

JB: And the program was rather informal; someone just got up and...

ES: Right.

JB: Now, they did from time to time as I understand it, bring in speakers, public figures. Quite an educational...

ES: Yes, in those days most of the folks in attendance here were from the country and they weren't as well read as folks are today. There was no TV and transportation wasn't anything like it is today. And they listened with a great deal of interest and enthusiasm to the people they knew. Some foreigners didn't make much of an impression so Cherry, Alexander, Stickles, Grise, and the like were the folks that really - we listened to.

JB: I've heard a lot of people talk about these programs. They must have been outstanding because everybody still remembers these. Getting

back to the sports, now, you were on all the athletic teams?

ES: Right.

JB: One of the things I wondered, since they were in the process of building the stadium or the football field, it wasn't really a stadium then, were they playing their football games there then or did they -

ES: No, no. They were playing the games out at the fairgrounds. Out -

JB: That's about where the Fairview Plaza are - is, out on the By-Pass, I heard.

ES: That's right.

JB: And so you go out there and play the games at the fairgrounds?

ES: Right.

JB: What about scheduling? Did you have a regular schedule or was it just -

ES: Yes, they, you see, by the time I got here, they had pretty much gotten away from this pick up and play type of thing. It was pretty much scheduled but no, they didn't bring teams in from very far away. It was pretty close to the - within the area here in Kentucky and this was also true in football as basketball and more true in baseball, but they had

worked out and belonged to an association and there were eligibility and hereto and the scheduling was done in an approved fashion. They had an Athletic Committee and this sort of thing, but they had long since gotten

away from this business of picking up the team and going down and playing somebody.

JB: Now what teams did you play regularly?

ES: Eastern, Georgetown, Wesleyan, Berea, Louisville, Tennessee Poly Tech, Middle Tennessee, and that's about it. Bethel was a school...

JB: Russelville?

ES: .Yes, that's right.

JB: Did you play Vanderbilt?

ES: Yes, some of these football games with Vanderbilt were scheduled, but they were early games and they were looked upon by Vanderbilt as a warm up, but to us a great opportunity to glory and fame if we could beat 'em. Of course, we never could beat 'em, but we learned a lot.

JB: Sure. And Mr. Diddle was coaching all the sports, wasn't he?

ES: That's right.

JB: One other question about your days as a student here, do you recall about the social activities? What things were there for you to do and where did you go for social get togethers?

ES: There was a very little of that. We went to the picture show. We went out to Beech Bend Park, which now is run by a good friend of mine who was then a student here and it's a great big operation at the moment.

At that time, it consisted of some park benches, a place to dance, and a place to swim. That was about it. Now the show was a big thing. They had a trip to Mammoth Cave yearly that was a big event. Kind of a fish fry; I think they still have that.

JB: Still have the fish fry? Yes.

ES: And there was, of course, a lot of dating but it consisted primarily of walking around the campus, and they had a policeman here by the name of Aubrey. You've probably heard of him, and his main interest in life at night was to flash a flashlight in your eyes sitting there with your girlfriend and if it was getting close to time to get that girl back in the dormitory, you got going. I don't know - nine o'clock or nine thirty, whatever it was.

JB: I wondered how long they -

ES: Well, it wasn't - it was about nine thirty or ten and that's it and most of the girls, most of 'em lived in the dormitory and if they didn't live in the dormitory they had to get a permit to live out of the dormitory. But the social - there - it wasn't anything like the social life that they have now. Just the opportunities weren't here and people didn't expect it.

JB: Students were pretty serious were they not, about their work?

ES: ~~You're not kidding. Absolutely. They knew what they were here~~ for and there was a great pride in going to class, making the grades, and that was the main interest and there was no other except athletics.

JB: Of course, they were aware that that was a real opportunity. Most of them came from families who'd never had this opportunity and this would help explain it.

ES: That's right. And the fact that money was scarce.

JB: Do you have any idea - anything you can recall about prices. The cost of tuition or anything that would give us some idea about...

ES: I think, if I recall, the tuition was five dollars. Now, I could be wrong, but it wasn't much. I got here; I didn't have enough money to get a cab. I came down from Shepherdsville on a train and as I recall, I had twenty-five cents when I got here. With an old paperback suitcase. But as I recall, the tuition was five dollars, now I could be wrong, but ~~it wasn't over ten.~~ And they had a little old bookstore here that had maybe - maybe two hundred books. Just text books and what would happen is you'd pass the text books from one to the other. You didn't throw them away or you didn't get rid of 'em. You sold them for half price or gave them to somebody and if you didn't and - if somebody didn't have the book, you'd go to the bookstore and pay a dollar and a half or fifty cents a book.

JB: All right. Let's switch now for a minute to the years that you were here on the faculty and you came back in 1933, I believe you said.

ES: Yes.

JB: And joined the faculty in the Physical Education Department. Tell us something about what you did and how long you were here in that work.

ES: Of course, we had the normal physical activities we now have: volleyball, softball, some boxing, and then we had the theory classes; the principles of physical education and administration, organization. Then the basketball, we had all kinds of basketball, of course. And the teaching, the teaching was - it wasn't too much on our minds. Our main concern was athletics but the - we had a dean here by the name of Grise, Dr. Grise. I don't know whether anybody remembers him or not. He was a very academic person and he was on us all the time about meeting classes and really preparing the lecture or whatever and sometimes we'd go on an athletic trip and get in late and if we had an early class, somehow or another we didn't make, but you bet your boots, if this happened many times, Dr. Grise was after you. So, the main concern was sports, baseball, basketball, football, and of course, later, track and then tennis came on board. And I left in - I worked on a masters in the summertime; I got my masters at Peabody and the time I started working on my doctorate at the University of Iowa. I took one year off, 1939, and went out there and spent about 14 - 16 months working on my doctor's degree. But the rest of the time I was here. Left in '42. Came back in '46.

JB: Now, when you left in '42, you went into the service?

ES: Right.

JB: Briefly, what was your career there? Was it Air Force?

ES: Yes, the way I got into the Air Force, Joe Arnold was trying to find some way to select young officers to go into pilot training and not lose so many. They were losing somewhere from 60 to 70 percent after they spent 16 - 17 months of extensive training and a lot of money.

Dr. McCoy was my head professor out at the University of Iowa, was on the committee to try to select a battery of tests that would pick out the people who could fly airplanes. Well, it got so involved that Dr. McCoy said, "I can't do this anymore, but I've got some people that if you give 'em a commission I think can help you." And I happened to be one of the people he selected. So, I went to school at Fort George Mead in preparation of going to work on this project, trying to find some way to test these boys and before I finished this school there was a demand to send some officers to England. They'd made a headquarters there for 'em. So they got us out of there and sent us down to Gallatin, Texas, put us on board a ship and nine days later we got torpedoed. Floating around on the Atlantic Ocean and I came and put me to selling war bonds. Telling this awful story which they'd made up; I didn't. And after about thirty days of that I called the Pentagon and said, "I can't do this anymore. I just can't stand it." The night life was impossible and that's saying a lot for me but then I went to the Pentagon and stayed up there 'til 1943 and then went out to the Pacific and when the war was over I was in the Phillipines. I came back here, stayed a year and the Air Force gave me a regular commission and I just couldn't turn it down so I went back in and retired in '61. The time I went back in, I was involved with the controller business which consists of finance, budget, reporting, management analysis, this sort of thing and that's what I was doing when I retired.

JB: Now, I know that you were a very close friend of Coach Diddle and that you were his right-hand man for many years, why don't you tell us ~~some of your recollections of him. Maybe some of the stories that have~~ been passed on.

ES: Well, my first contact with Mr. Diddle was at freshmen basketball

practice in the fall of '26 and there must have been 75 or 100 boys out there. Very soon after we started, he picked out several of us to talk to us and I was one of 'em. He wanted to know where I was from, what I was doing, what kind of job I had - everybody had a job then, you know. Well, he said, you come down and see me tomorrow and I did and from that day until he died, I probably was as close to him as any man. Even though - when I left, I was still in contact with him a lot, but some of the things that I remember about him - he was the most loyal person that I've ever known. He had a strength of character about him that we don't find in people today and if he believed in you, you could do no wrong so long as you did not let him down by doing something too many times that you shouldn't do. I don't know why he took an interest in me, but he took the same interest in a lot of boys. Kelly Thompson is a good example. Dero Downing is another one. And a lot of these boys, Dee and the folks around here can tell ya the same thing about him. But once you let him down and he felt reasonably sure that you didn't have the makings, he didn't have much more to do with you. He was a friend to everybody. He simply would not let anyone take advantage of you if you were one of his boys. He was an individual that sometimes got his words mixed up and I think many times it was by design and not accident. I remember one story. When I came back out of the service I was trying to do everything I could to please him because he, you know, the man had given his life to this place. He wasn't much for organization but I thought well, somehow if I could do what I thought would pacify him and at the same time do what I thought ought to be done, we can make this thing go. So, I decided I would call him "Chief", well somebody told him that chief was the lowest military guy. The fact about it, a chief in the Navy is a pretty high ranking person. He's like a master sergeant in the Army and he told me one day, "Stansbury, don't you call me 'Chief' anymore." But there are many, many stories that have been told about him. Things he's said. I

remember one time we were going down to Florida to play in the holiday season, came over a hill and he hit a woman. Woman was carrying a two-gallon pail of milk and he was the worst driver in the world but got by with it somehow all his life. But, he hit this pail; that milk went everywhere and he decided he better go back. Went back and the woman - she was just upset about the milk and he said, "Lady, there's no use crying over spilled milk." All these stories - well, he was something. Anyway, when I came back in the summer of 19 -

BEGIN TAPE TWO:

JB: On our first tape we just got into your discussion of your association with Coach Diddle and Dee Gibson suggested one of the areas we ought to explore is the recruiting methods which were used then. Perhaps, you would talk about that for a while.

ES: The thing you have to remember is that most of the recruits in the early days came from Kentucky and they came from pretty much close by and Mr. Diddle had a habit of, on a Friday night - he'd get in his car and visit these high schools. Sit in the audience and watch 'em play and he had a faculty about him of picking - he could see in boys, plain ol' country boys - that weren't very well skilled. He could see in these boys a possibility with a little training what would happen. And I think this was one of the very fine characteristics - the ability to pick people that would mature into being a good basketball player. But the recruiting was primarily going out himself and sitting through ball games and watching boys play. Now once he found an individual he thought had possibilities, he would go visit the parents and assure their parents that he, Mr. Diddle, if he came to Western, would see that he did what he was supposed to in the way of his books, grades, going to school,

going to class, and he meant just exactly what he told those parents. That he would and he did look after 'em. Even to the point many times of getting 'em jobs or seeing they got some money from - if they needed money. Any difficulty in their classes, Mr. Diddle'd go talk to the instructor. He never asked the instructor to give 'em anything, but he wanted to make sure that he - Mr. Diddle - could do something. That the boy could do something or maybe the teacher could do something that would help this boy in his classes. His main concern was that that boy would graduate and go out in the community or go somewhere and do whatever he wanted to do and make a living. He was, as Dee had indicated, a very strict disciplinarian. Absolutely. There was one way and one way only to do this and that was the right way in his opinion. And he was big enough and rugged enough to enforce it if it became necessary and in some cases, some minor cases, it resulted in physical combat. And Mr. Diddle was always the winner, perhaps loser. ~~He was a hard taskmaster. He~~ meant exactly what he said and he was always able to get the best of these boys and I've seen 'em so mad at him that they would committ hari-kari if they thought they would get by with it but at the same time, the greatest respect for him. Now this was very unusual and there aren't many coaches that have this sort of relationship with their players then or today. But he did have this very unusual characteristic of being a tough taskmaster and have the boys like him, really love him, really. And the students felt the same way about him. He had that personality that somehow just seemed to relate with people, even the opponents. Some of our bitterest rivals: Murray, Eastern liked him and respected him. He had another faculty that most people today probably don't recall or don't - weren't able to pick up: ~~he knew better than anybody how much coaching a group~~ could take and at what point would what he called "play by ear." They call it now fast break and all this sort of thing. Just sort of you give 'em the fundamentals and you watch 'em develop and at a certain point

they're ready for coaching again. Most - a lot of coaches over-coach; he never did that. He had another characteristic, he had a number of assistants during the years. When I came along, I never felt - I never once felt that he was in any way was throttling me in what I was attempting to do in the way of helping him and I think Ted Hornback will tell ya the same thing and if Bob Francis was here, he'd tell ya the same thing. He gave each of us an opportunity to experiment with whatever we thought would work and he would support us to the end. There have been many stories told about freshmen. We usually had 150, 200 freshmen come out. A lot of whom he had talked to and there would be some little something come up between the freshman player and the freshman coach and the boy would maybe go to Mr. Diddle and tell him that he wasn't getting to play enough and Mr. Diddle always said, "Look, you get along with him or you don't get along with me." So, there never was any question even with the faculty or with the president or with the dean, his assistants or other students. He was always out there in front trying his best to take care of his boys. And this was one of his very strong points. But to go back to recruiting in those days, it was not done in a very scientific manner. There was no way as they have today in setting up scales and objectives and various ways of measuring abilities of people. It was his idea, his alone, as to whether or not so-and-so might make a basketball player and one of the other things - you know, in those days, Paul Gallico and a number of these very successful basketball coaches had books on techniques and the principles that had to be applied and coaching and certain things that boys had to do to be successful and I remember very distinctly we got some boys in here from the country that did not come to a stop and shoot with two hands. They were country boys shooting with one hand, back to the basket and all this sort of thing and one of the first things that he said, "Don't change 'em. Don't - to hell with it. Just let 'em go like they want to go." And he would encourage them to

continue whatever skills they had but he never attempted to apply some of these basic principles that Paul Gallico and some of these people had written as being the must items and I've just mentioned a couple of them.

JB: One other question here that I've always been interested in and I understand that you've got the information on it and that's the origin of the red towel as the symbol of our athletic teams.

ES: I'm going to go back and tell you how the towel thing began in my opinion. In the early days, in 1926 when I first became acquainted with him, it was so awful hot. No air conditioning. You've got to remember this, see. It's hard to relate because today everything's air conditioned. In those early days, down here in the old Barn it was so awful hot in the early fall. The dressing rooms were not ventilated and of course, not air conditioned and he was a very - he was a big man and usually fat and he sweated a lot. So, he used the towel in the beginning always wet, to try to keep cool and then later on, it became a kind of an instrument. It - to the player or somebody on the outside that didn't understand him, it might have been an instrument of torture 'cause he hit you with it. Wet, always wet. But it made a lot more noise than it hurt but it was his way of expression, you know. If he was happy with what you had done, he'd probably hit the floor with the towel which was again an expression. His feelings were being expressed and then he got to the point where he'd throw it up and catch it. Now this is in the beginning and then as time went on, he'd throw it a little higher and the kids would sit up in the balcony and try to catch it. It was kind of a game with him and if he was dissatisfied with what was going on, he'd hit his hand with it, hit you when you came out of the ball game and at half you were really going to catch it if he was not satisfied. Over the head, again not hurt but it was his way of - and it kind of shook you up because he was dissatis-

fied. He was dissatisfied - you were dissatisfied. So, in 19- I'm going to tell this story - in 1927 I decided I was not going to come back to school. I was firing on the railroad. I had fired before I came down here in the summertime and I told a friend of mine I wasn't going to be back so the friend of mine - I think it was Bill Jamison - told Mr. Diddle that I wasn't going to come back. He must have called the headquarters of L & N Railroad in Louisville because he found out that I was on a short run between Louisville and Corbin and he came up there. Hot as blue blazes, in August and he finally found me and he said, "Come on, let's go for a ride." And he had that cotton pickin' towel in his car, wet. And we rode a while and he said, "Well, we're getting all ready for fall practice." I didn't say anything and he said, "Are you coming back to school?" I said, "No sir, I'm not going." He stopped the car. He grabbed that towel and he said, "You're - we're going to have - you're going to fight me or you're going to come back to school. You're coming back to school. Do you understand that?" I said, "Yes sir." He said, "If you aren't there by whatever - Wednesday, next Wednesday, I'm coming after you." I said, "Mr. Diddle, I'll be there." And he hit me over the head with that damn towel. Well, anyway I came on back to school but the red towel - when I came back after the war, these G.I.'s felt that the world owed 'em a living and it did, you know. Some of 'em been out in that Pacific for three years. They didn't - they weren't buying anything. They had the Bill of Rights and all this sort of thing and they'd take the towels. And they'd disappear and we were using a lot of towels. And Mr. Diddle was a great one for economizing. He really was. He's tight. Real Tight. And he came to me one day and said, "Stansbury, we got to do something about these towels." I said, "Well, what's the matter?" He said, "They're stealing all the towels." We tried everything. We tried numbering 'em and all this stuff. Didn't work. I said, "Well, Mr. Diddle,

the only thing I know is we dye 'em." He said, "Well, they got to be red." I said, "Well, we'll dye 'em red." So I called up the laundry. They used to get these towels in the big laundry buckets - great big ones - and I called this guy and said, "Look, we want to dye those towels red." He said, "Well, I don't know if there's enough dye in Bowling Green to dye all those towels, 'cause, you know, towels just absorb water. But," he said, "we'll do it." But I didn't have enough sense to know that the towels would fade. They're dyed. They were beautiful. They brought 'em back just beautiful. Well, the first day these boys looked like a bunch of Indians and, you know, they turned purple. He said, "Well, Stansbury, you got to do something about that." So I went over to Miss Schneider and said we've got to buy red towels and they got to be the school colors. Well, from that day to this, they've been buying the red towels and that's the beginning of all this red. It was our way to stop thievery and it did. It stopped it. Previously, we'd have to go down to the Village where these kids were staying, catch 'em on the practice field or someplace, and go down and gather up all the towels. We had a guy working down there - that was one of his main jobs, was to go where these kids were staying and bring in the towels. The next day they're all back down there. Different towels, you know, but from that day on, we didn't have any trouble with the red towels and, of course, they're scattered everywhere now. Everybody's got a red towel.

JB: That's a well known symbol. What were the colors? Now, our school colors are red and white now and I think at one time they were -

ES: Gray.

JB: Gray and red, weren't they?

ES: After the war.

JB: Is it after the war when the colors changed, but when you were coaching here it was red and gray?

ES: That's right.

JB: Well, sir, is there anything else you'd like to mention while we're at it here? I've about run out of questions.

ES: No, I would like to say in closing that no man has had more influence over me than Mr. Diddle and there are thousands of boys who can tell you the same thing. It just so happened that somehow I hit a spark with him and got where I was able to come back here and work with him. But everything he did and I mean everything he did from the time I came 'til the time I left, I was pretty much with him. On all the scouting trips. All the visits. I was with him and I knew his pains. Knew his sad moments. I knew his happy moments. I just knew - I knew everything about him and he trusted me as he did a lot of other people. But he caused me to go get my masters. He caused me to work on my doctorate. He was one person that told me when I got the greater commission in 1947, "Stansbury, you better take it. I hate to see you go." And he cried. He always was very emotional. Very emotional, as Dee'll tell ya. Big tears. He said, "I don't want you to go but it's your opportunity." So it was that kind of relationship, you see. I had no reason to do some of the things I did except the influence of him and anytime I came back, he'd meet me and we'd go somewhere and spend the weekend. No big do, just get out, ride around in the car, talk about nothing really, just be together. He - I respected him and he respected me. Didn't have in those days - we didn't have the responsibility for the input of the requirements as you probably

have today. In those days, if you used \$300,000 this year you may get 300,000 next year. And this was very, very much controlled in Frankfort and you never got a whole lot more than your sister school but as I recall there was very little justification at this end as to what you needed in this way. You know, trying to justify requirements. And in those days also there was no direct support of athletes in terms of scholarships. Put the - in the budget as a line item there were ways of getting around it like you worked in the dining room over here for your meals and you fired a furnace down in the furnance for your board and so on and whatever extra cash you got, you probably worked on campus or you worked downtown in a store or maybe some cigarette company would provide meals for you. Like they did at the Helm Hotel for a couple of boys. Once they got into the junior year and they got a little more sophisticated they would borrow money from College Heights or that local bank or whatever and I know many times Mr. Diddle went on a note and sometimes he'd pay 'em.

JB: Well, sir, we certainly thank you, Colonel and wish we had more time to go into a lot more of this but I know you're here to see people and not to talk with us but we certainly appreciate your stopping by anyway.

ES: Enjoyed it.

END OF INTERVIEW